

PAY REVISION OF  
BANASTHALI TEACHING  
STAFF THROUGH PROCESS  
RE-ENGINEERING OF WORK  
PROFILE AND  
COMPENSATION

05042009

**The Vidyapith is in the process of devising its own compensation scheme with a view to:**

- (i) rationalize and improve the compensation;**
- (ii) to bring in efficiency and accountability.**

सिफारिश लागू करने  
से पहले ...

हम यह जान ले  
कि वे हैं क्या ?



Pay commission  
recommendations are all  
about paradigm shift ...

Performance Related  
Incentive Scheme  
(PRIS) introduced.

वेतन आयोग की सिफारिशों में वेतन के प्रति अवधारणा को पूरी तरह से बदलने का प्रयास किया गया है ...

Performance Related Incentive Scheme (PRIS) introduced.

# Pay Scales abolished...

# Pay Bands introduced...

## Pay Scales (S1-S34)

2550-55-2660-60-3200

3050-75-3950-80-4590

5500-175-9000

8000-275-13500

16400-450-20900

## Pay bands

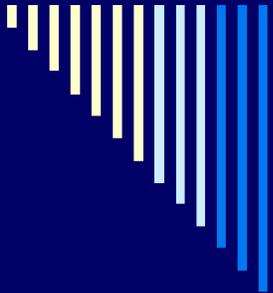
-1S : 4440- 7440

PB1: 4860-20200

PB2: 8700-34800

PB3: 15600-39100

PB4: 37400-67000



# What about increments?

- Pay Scale System
- 3050-75-4590 : 2.5%  
to 1.75%
- 5500-175-9000 :  
3.2% to 2.0%
- 8000-275-13500 :  
3.5% to 2%
- 12000-375-18000 :  
3.1% to 2%

## Pay Band System

- Increments  
to be  
0-5%  
based on  
performance

# Some other salient features...

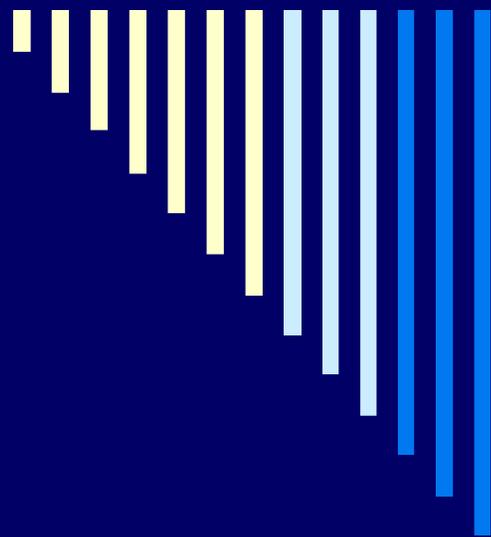
- Stagnation Removal : People to move to the next pay band automatically
- Workers shall remain in one pay band for long periods ... in case of promotions only grade pay to change
- An attempt to put a system in place for providing 'market driven compensation package' ...

# PRIS

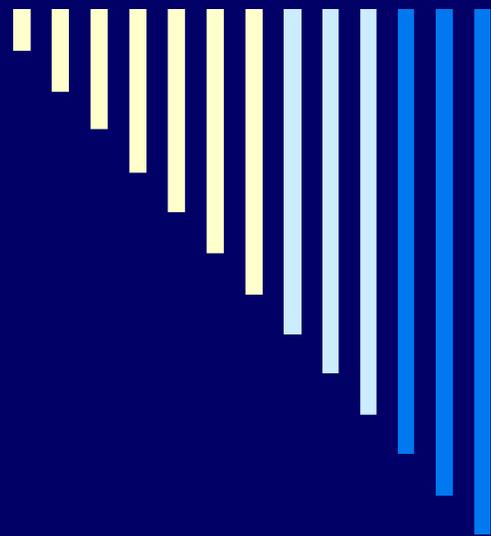
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# PRIS

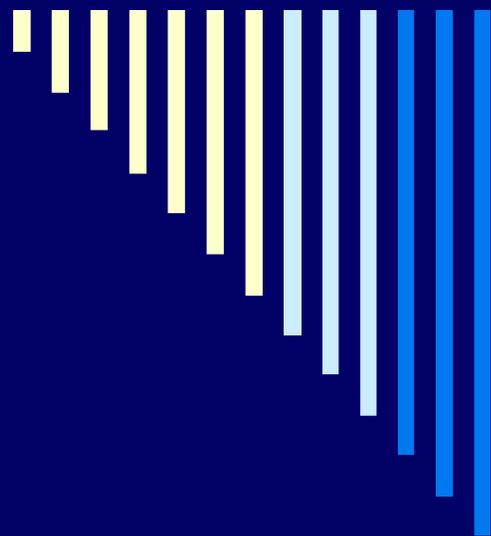
- Process re-engineering: Savings from the restructuring and reorganization of work should largely finance the pay increase.
- Every organization shall have the freedom to devise its own PRIS based on the organizational structure, levels and processes...
- What is performance? Shift from input-process emphasis to results, social goals, outcomes...In the final analysis only 'deliverables' shall count.



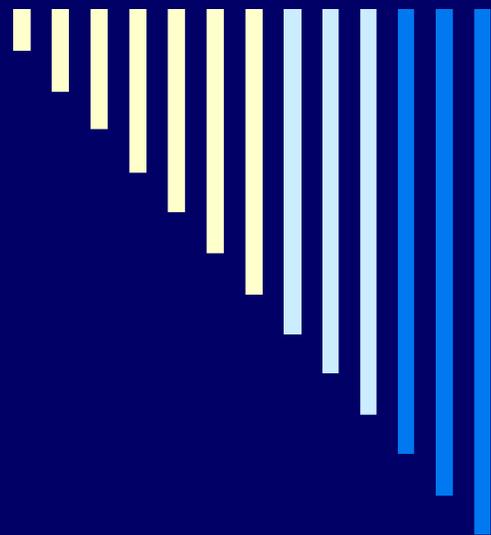
The process started many years ago with several experimentations at Apaji institute and gained momentum after VI Pay Commission.



The process will lead the Vidyapith to come out with its own rather innovative, simple and just scheme which cannot be termed as 'Implementation of the VI Pay Commission recommendations' ...



We begin with the assumption that basically we are all teachers and teaching is our primary responsibility ...However, it is widely believed that teaching alone cannot (and should not) be justified as total responsibility.



They are expected to carry out research and other academic activities and also be active as 'responsible corporate citizens'. This is all the more important for Institutions like Banasthali who emphasizes on value inculcation through comprehensive education *active participation towards maintaining and enhancing our campus ethos, which we all cherish, is indeed the most important contribution one can make to the University.*

If a teacher is expected to perform teaching as the major activity, but is also expected to be actively engaged in research and other activities ...

How much of each of these functionalities one is expected to perform?

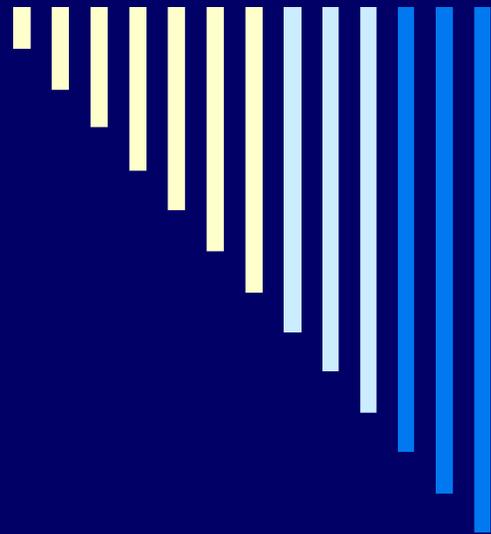


One of the major objectives of  
this exercise is to...

'quantify the work'  
so as to be  
commensurate  
with the  
compensation.

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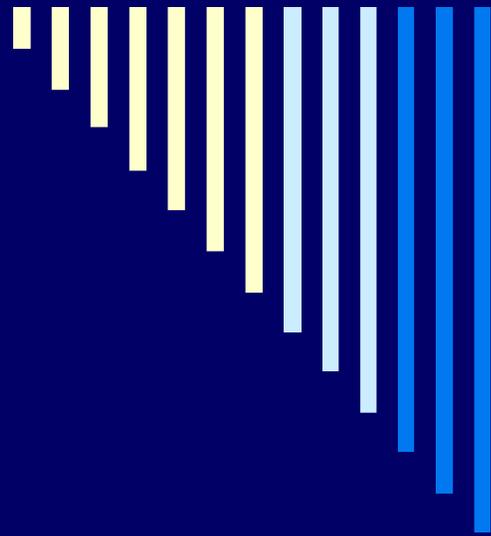


To this another dimension is added when we look at the fundamental principal that management and administration of academic institution should be carried out by academics as they best understand the objectives and underlying complexities.

'Quantification' of academic functionalities is a rather difficult task, but must be carried out for devising a functional scheme.

Should it be a 'one size fits all' kind of a system or flexible one?

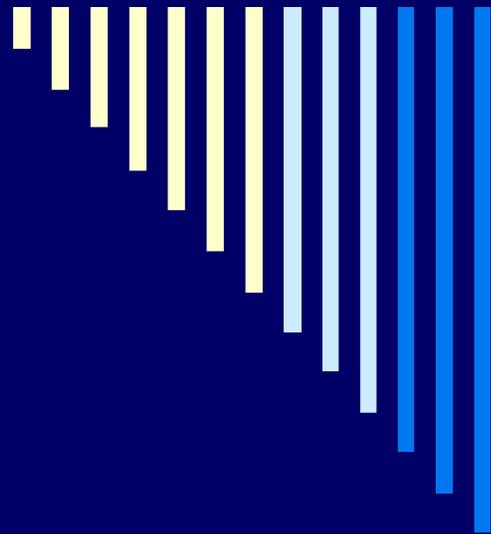




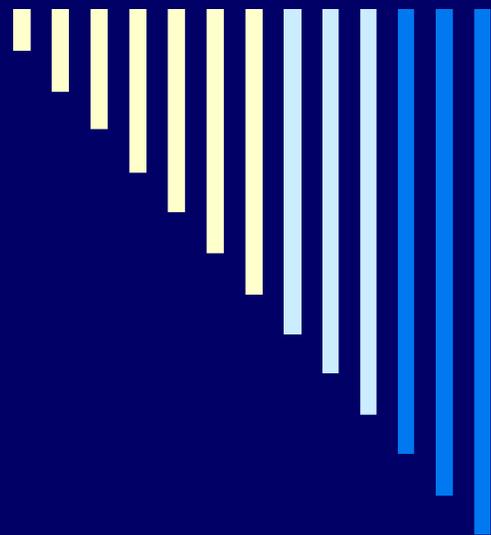
*Flexible system allows workers some freedom in designing their own work profile and thereby talents of each one of us is put to its most optimal use as per our interests and aptitude.*

# Teaching Responsibilities (T)

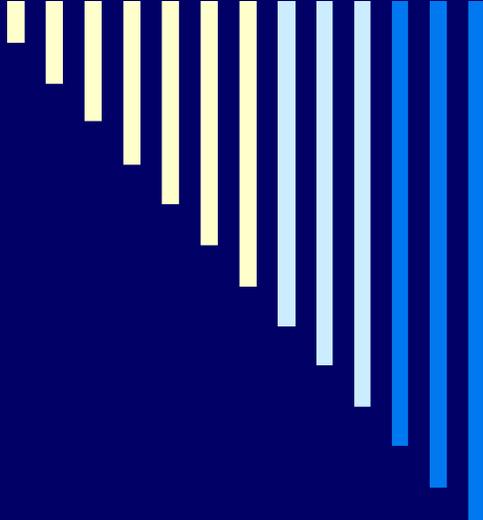
*The process re-engineering with a view to achieve revenue neutralization has invariably lead to some enhancement of the teaching responsibilities.*



Though, it may result in deterioration in the quality of teaching, one may fear, there seems to be a general consensus that we all will have to get above our comfort levels to deliver the best quality possible even with a slight enhancement in teaching responsibilities.



To account for those who would do somewhat less of teaching in view of their other major responsibilities (and also for those who would want to teach more) some variability in the work-load (term we should discontinue to use) is desirable.

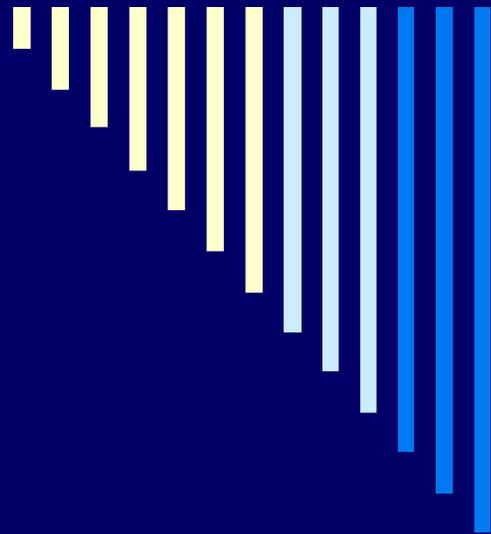


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The Chaddha Committee  
has recommended that  
there shall be Seven  
Scales : AP, AP (Senior  
Scale), Assoc. P, Prof.,  
Senior Prof., Prof. of  
Eminence ...

**First three in PB3 and the later in PB4**

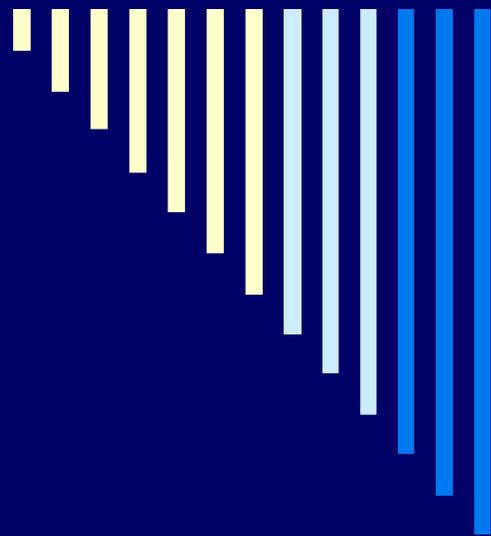
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Furthermore, it is also proposed to change the designation of Professor, Reader, Lecture as Professor, Associate Professor & Assistant Professor, respectively.

# Proposed teaching Responsibilities

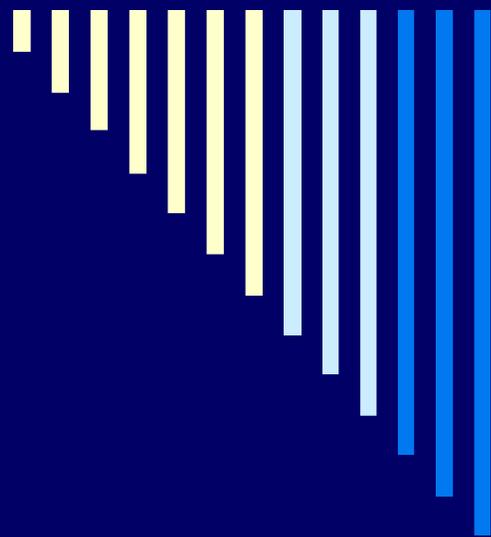
Designation	Minimum TR	Expected TR	Maximum TR
Professor	13	15	16
Associate Professor	16	18	20
Assistant Professor	20	22	25



In exceptional cases the teaching load could further be varied, say by 10-15%, in consultation with the Vice-chancellor.

Now the question comes 'teaching' amounts to what proportion of the total responsibilities?

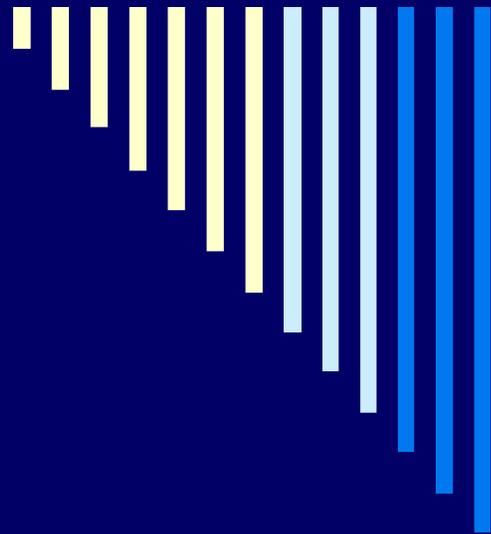




It appears a reasonable assumption to count one hour of teaching equivalent to 4% of the total work. Assuming a 48 hrs. of work schedule per week (or for computational simplicity, say 50 hrs/week) teaching should count for 4%, assuming one hour of teaching requires an equivalent amount of time spent on preparation etc.

# Proposed Teaching Responsibilities

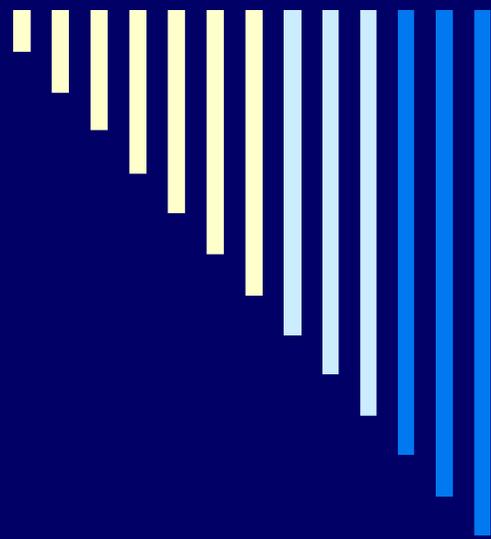
Designation	Minimum TR	Expected TR	Maximum TR
Professor	52%	60%	64%
Associate Professor	64%	72%	80%
Assistant Professor	80%	88%	100%



**There are numerous ways one can offer to undertake research and other academic activities. One can also mutually agree with Head /Dean/VC to commit oneself towards institutional responsibilities.**

# Research & Academic Responsibilities (T)

*The research work could be as little as  
5% and could also be as high as 50%.*



The worker will have to define in one or two paragraphs the focus of their research. However, the valuation of research shall be based on research outcomes.

# Departmental Responsibilities (D)

*There are several responsibilities many of us have been carrying towards smooth functioning of various academic subunits of the Vidyapith. Deans/Heads and others work real hard so that day-to-day activities run smoothly.*



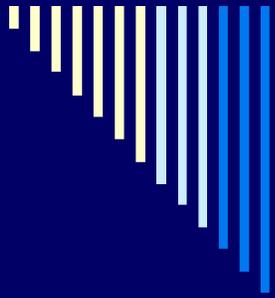
# Responsibilities of Deans/Heads

- ❑ Ensure smooth functioning of Departments
- ❑ Regular, sincere conduct of day-to-day activities
- ❑ Timely completion of syllabi
- ❑ Look out for academic innovations
- ❑ Timely arrangement of necessary resources
- ❑ Help ensure academic decisions take shape
- ❑ Plan and implement faculty-wise academic targets and oversee their implementation

Should be valued at 10-25%.  
Help at 5-15% ...

# Institutional Responsibilities (I)

*Last, but not the least, these are most important responsibilities one may undertake. They are of the nature that apparently there seems to be little direct benefit to the self, but they are most significant in view of their importance to the institution. If Banasthali desires to strive ahead in its march towards excellence, these activities are the most critical link and accordingly these shall be valued rather highly.*

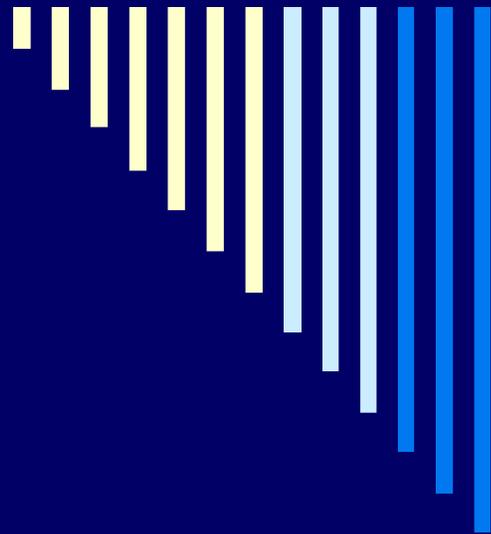


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Based on the above every worker shall be required to fill his/her

## **Personal Commitments Form.**

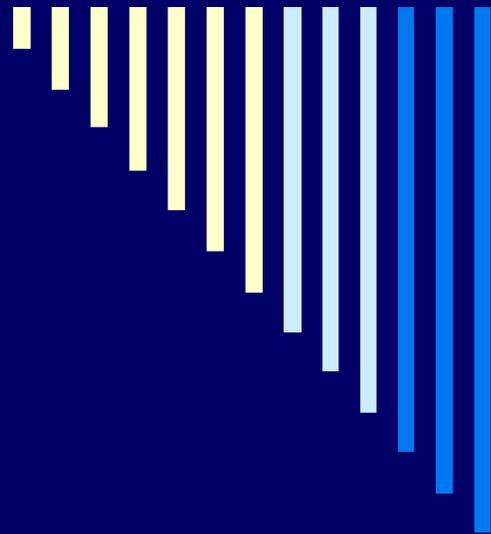
This process appears to be the best mechanism to introduce flexibility in work profiles.



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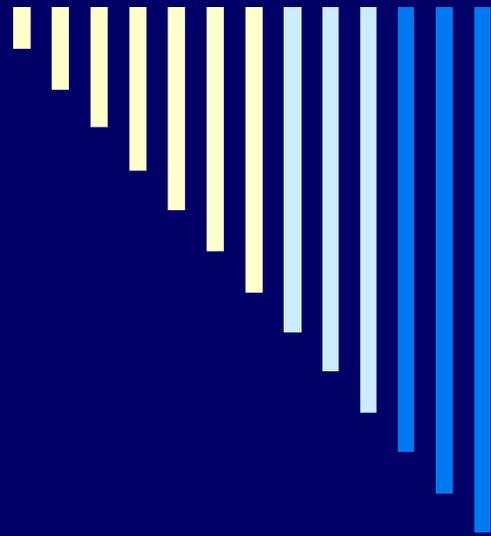
# Performance Evaluation

This form shall basically list what your commitments are as far as T, A, D and I are concerned. This form shall be filled in late April early May, but no later than 30 June for that particular year. A typical form when filled shall list the commitments for Teaching(T1) which shall include the list of theory and practical subject being undertaken in the I-semester as also the research plan for the year (A) and Departmental as well as Institutional responsibilities (D & I).



# Performance Evaluation

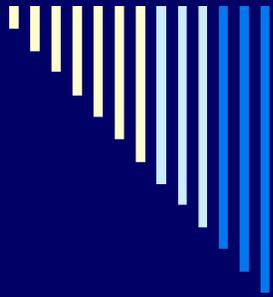
This form shall be revised in early December when II-semester teaching responsibilities(T2) shall be listed. At this time the worker shall have the opportunity to revise the research plan or make some other minor alterations.



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# Evaluation of Teaching

Evaluation of the teaching is based on the simple principal that teaching-learning process should be student-centric and in order to be effective it should satisfy the students. To this end for every paper the students shall fill a feedback form and the average marks obtained in the feedback shall be taken as the achievement in that part of the teaching.



## Example : Semester-I

Responsibilities	L	T	P	Credits	Feedback
<input type="checkbox"/> Paper 1	5	0	0	10	90%
<input type="checkbox"/> Paper 2	4	0	0	8	85%
<input type="checkbox"/> Paper 3	3	0	0	6	75%
<input type="checkbox"/> Lab I	0	0	4	6	80%
<input type="checkbox"/> Lab II	0	0	6	8	95%

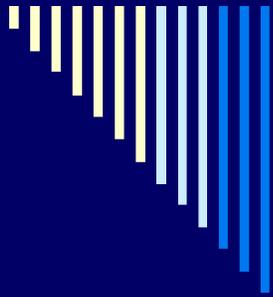
$$T1 = (90 \times 10 + 85 \times 8 + 75 \times 6 + 80 \times 6 + 95 \times 8) / 100 = 32.70$$



## Example : Semester-II

Responsibilities	L	T	P	Credits	Feedback
<input type="checkbox"/> Paper 1	6	0	0	12	90%
<input type="checkbox"/> Paper 2	3	0	0	6	95%
<input type="checkbox"/> Paper 3	3	0	0	6	60%
<input type="checkbox"/> Lab I	0	0	2	3	90%
<input type="checkbox"/> Lab II	0	0	8	12	80%

$$T2 = (90 \times 12 + 95 \times 8 + 60 \times 6 + 90 \times 3 + 80 \times 12) / 100 = 32.4$$



# Example ....

	Responsibilities	Evaluation	Credits
<input type="checkbox"/>	T1	32.70	38
<input type="checkbox"/>	T2	32.40	39
<input type="checkbox"/>	A	18.00	15
<input type="checkbox"/>	D	8.00	10
<input type="checkbox"/>	I	9.00	10

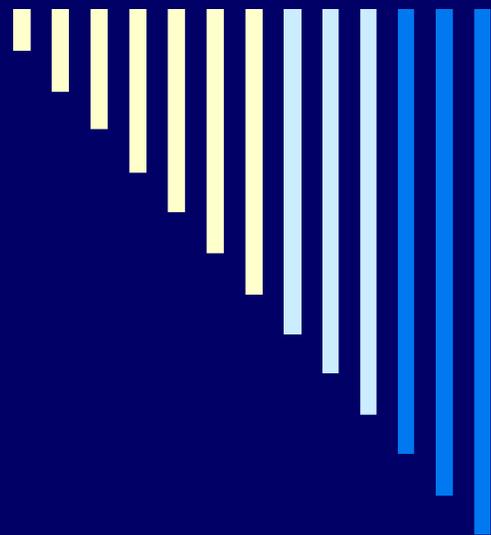
Achievement 100.1/112

# Performance Related Incentive Scheme (PRIS)

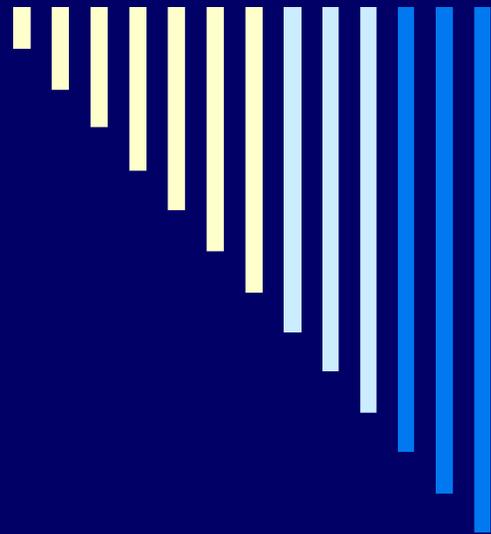
S. No.	Total Credit Points Obtained	Increment
1.	< 60	0%
2.	60 – 69	1%
3.	70 - 79	2%
4.	80 - 89	3%
5.	90 - 99	4%
6.	100 - ...	5%
.	...	...

# (BLISS)

S. No.	Total Credit Points Obtained	Increment
1.	< 60	0%
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3.	70 - 79	2%
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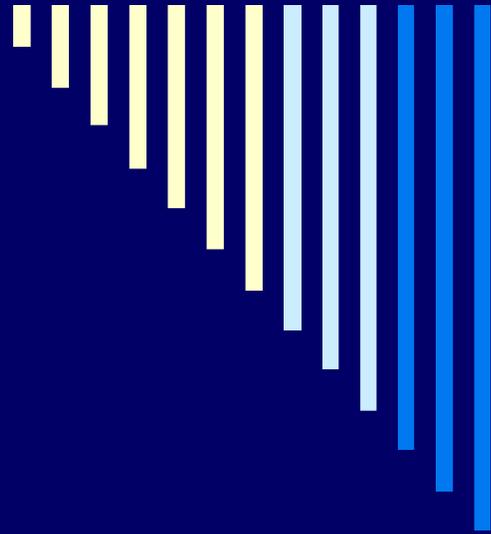


There is a suggestion that if the total credit points obtained are more than 100 the candidate should qualify for 5%, but it would be a disincentive to those who would want to commit even 140% or more. We may think of increasing the incentives beyond 5%, but all such increases have to maintain symmetry. In that case the performers below 50% would go for -1% and below 40% would go for -2% and so on.



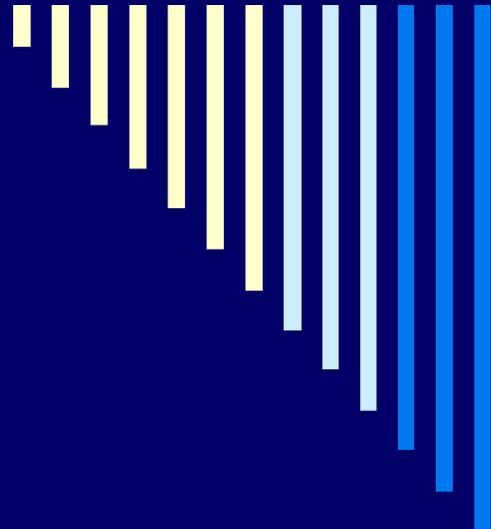
## Refinement in Evaluation Process

The above evaluation process though gives a simple and largely objective process of evaluation of the basic academic and administrative commitment, if fails to take into account various important aspects such as Sincerity, Regularity, Punctuality, integrity, loyalty, and personality traits.



## Refinement in Evaluation Process...

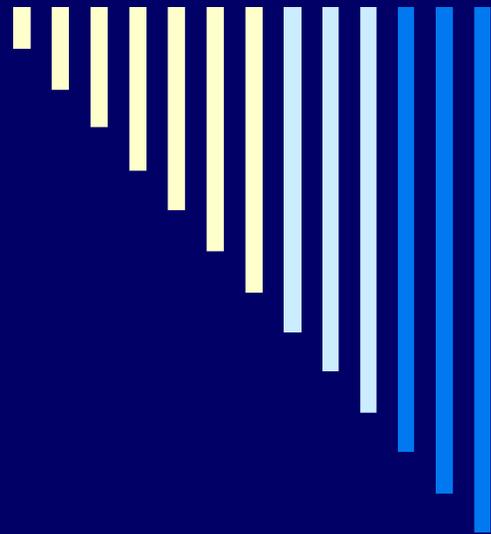
There cannot be any direct definite commitment towards these aspects as every worker is expected to perform in accordance. However, such violations are so serious that they may mar every other aspect of the achievements of an individual.



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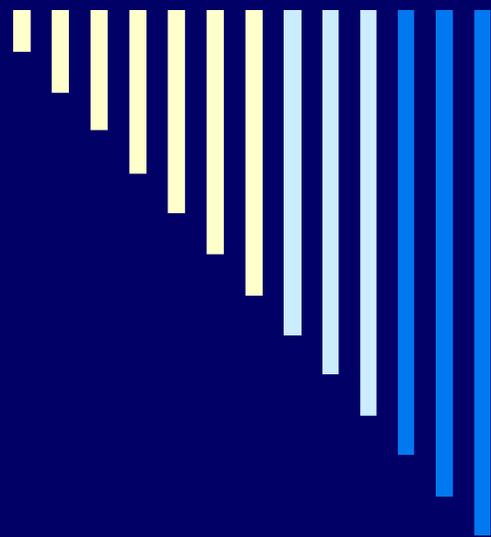
## Refinement in Evaluation Process...

Accordingly, some factors need to be defined which are multiplicative in nature and as such could upgrade and downgrade the total evaluation. Introducing too much subjectivity is also dangerous and all such factors should have about 10% leeway with symmetry.

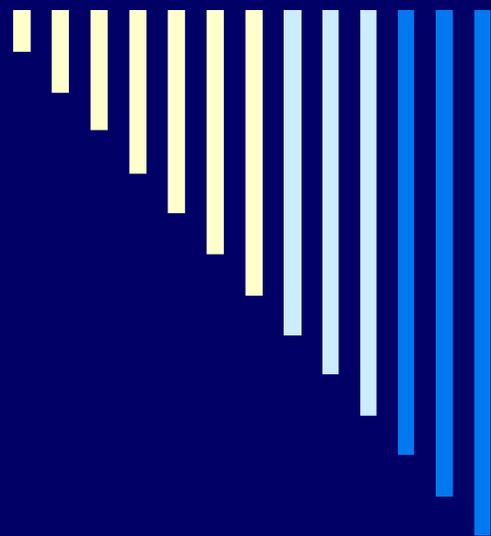


## Regularity Factor (R)...

$$R = (\text{No of days present}/225) \times (\text{Classes taken}/ \text{classes scheduled})$$

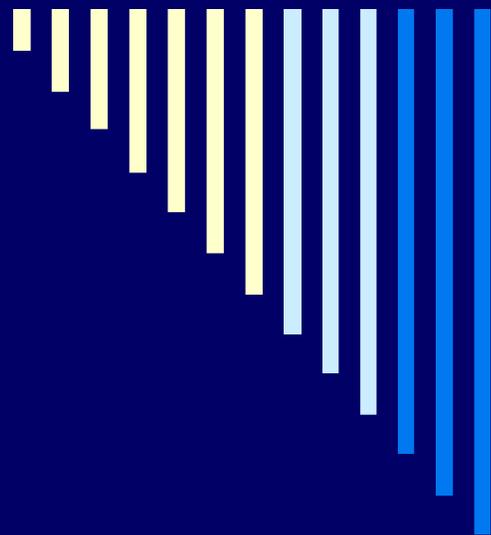


Furthermore, Banasthali is a very active place and as such we all are involved in various duties which are not so substantial as to deserve a separate credit for it, but still are important for maintaining the campus ethos. These responsibilities could be attending to guests and visitors and making seating arrangements at various events etc.



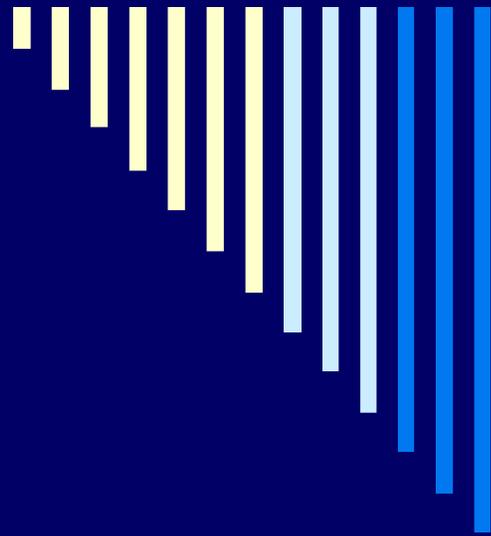
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A **Banasthali factor (B)** may be introduced which could alter your overall evaluation up to 10%. The factor,  $0.9 \leq B \leq 1.1$ , shall be assigned by the Secretary/VC in consultation with relevant people.



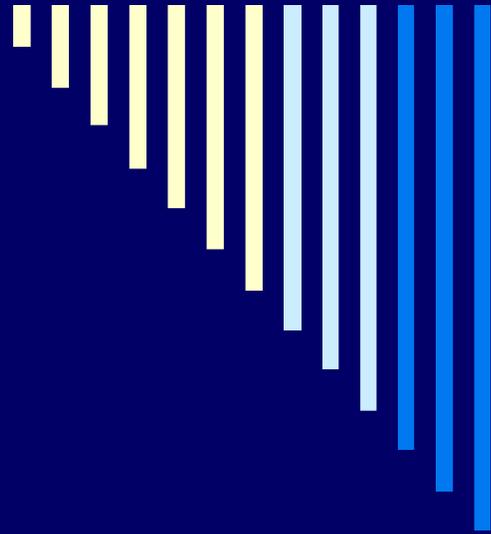
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Banasthali pays just emphasis on value education and is well known across the country and overseas for its educational ideology. It is the responsibility of one and all to maintain certain behavior traits which are conducive for value inculcation. The bye-laws of the Vidyapith, given in Annexure-III, define minor and major misconduct and as such adherence to these bye-laws, maintaining secrecy of the confidential matters etc. constitute loyalty towards institution and are legal obligations of all of us.

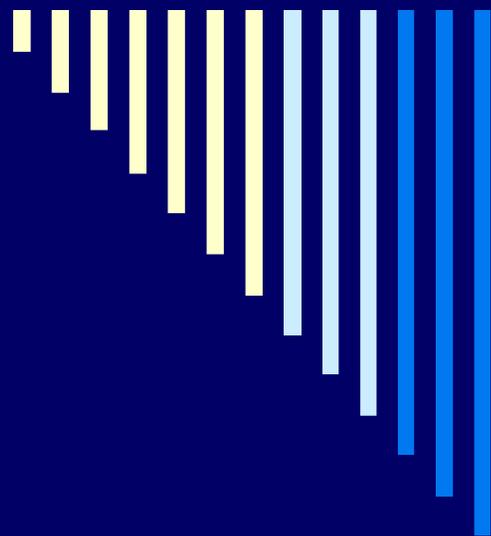


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A **Loyalty factor (L)** may be introduced which could alter your overall evaluation up to 10%. The factor,  $0.9 \leq L \leq 1.1$ , shall be assigned by the Secretary/VC in consultation with relevant people.



The ethos of Banasthali campus is that of a family and decency in behavior is expected towards colleagues and students. Furthermore, sincerity, integrity, honesty etc, are personality traits which everyone must exhibit, particularly in an institution like Banasthali which takes pride in value inculcation amongst its students and expects the same to be imparted through personal behavior of teachers.



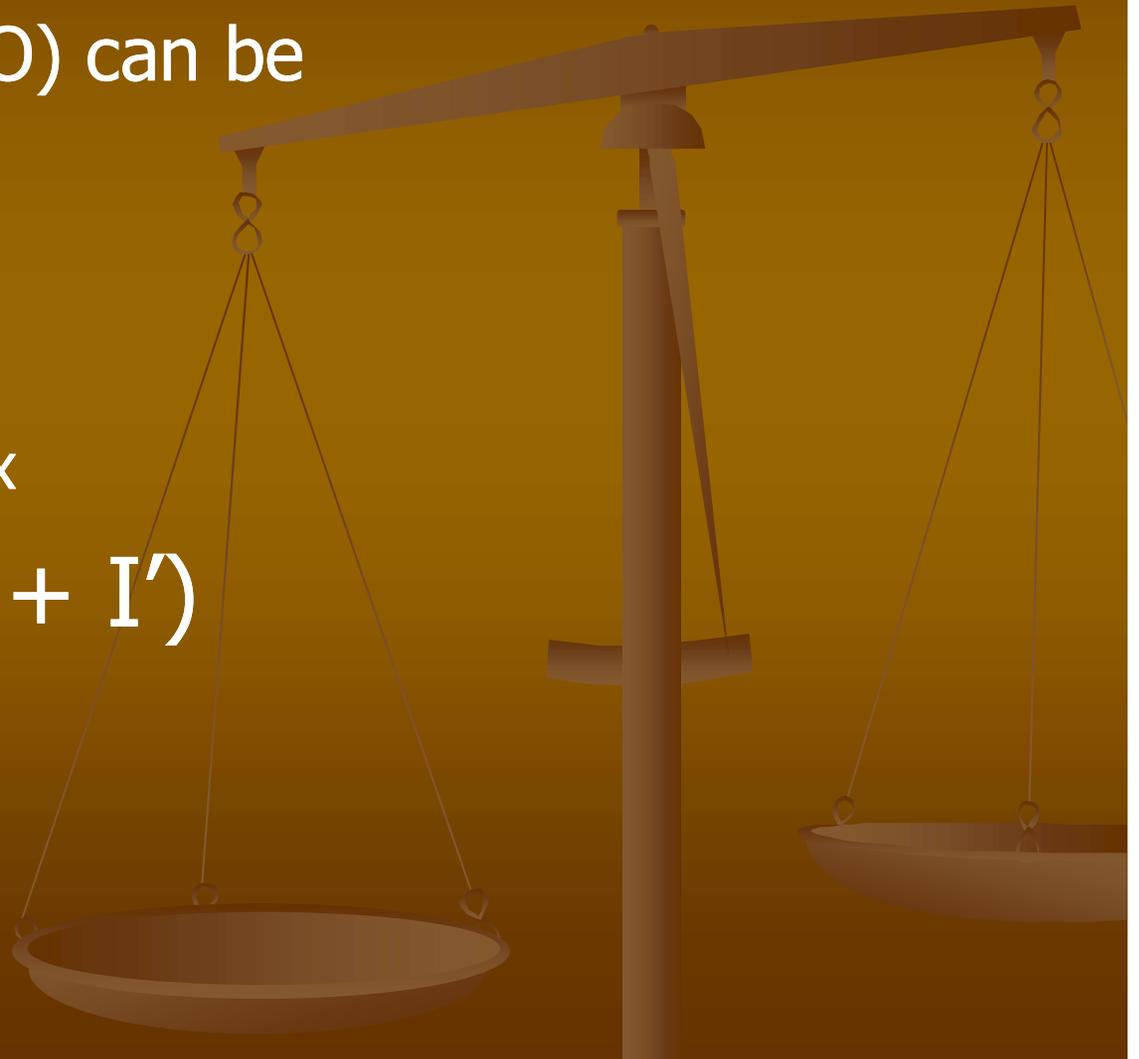
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**A Personality factor (P)** may be introduced which could alter your overall evaluation up to 10%. The factor,  $0.9 \leq P \leq 1.1$ , shall be assigned by the Secretary/VC in consultation with relevant people.

# Overall Performance Evaluation

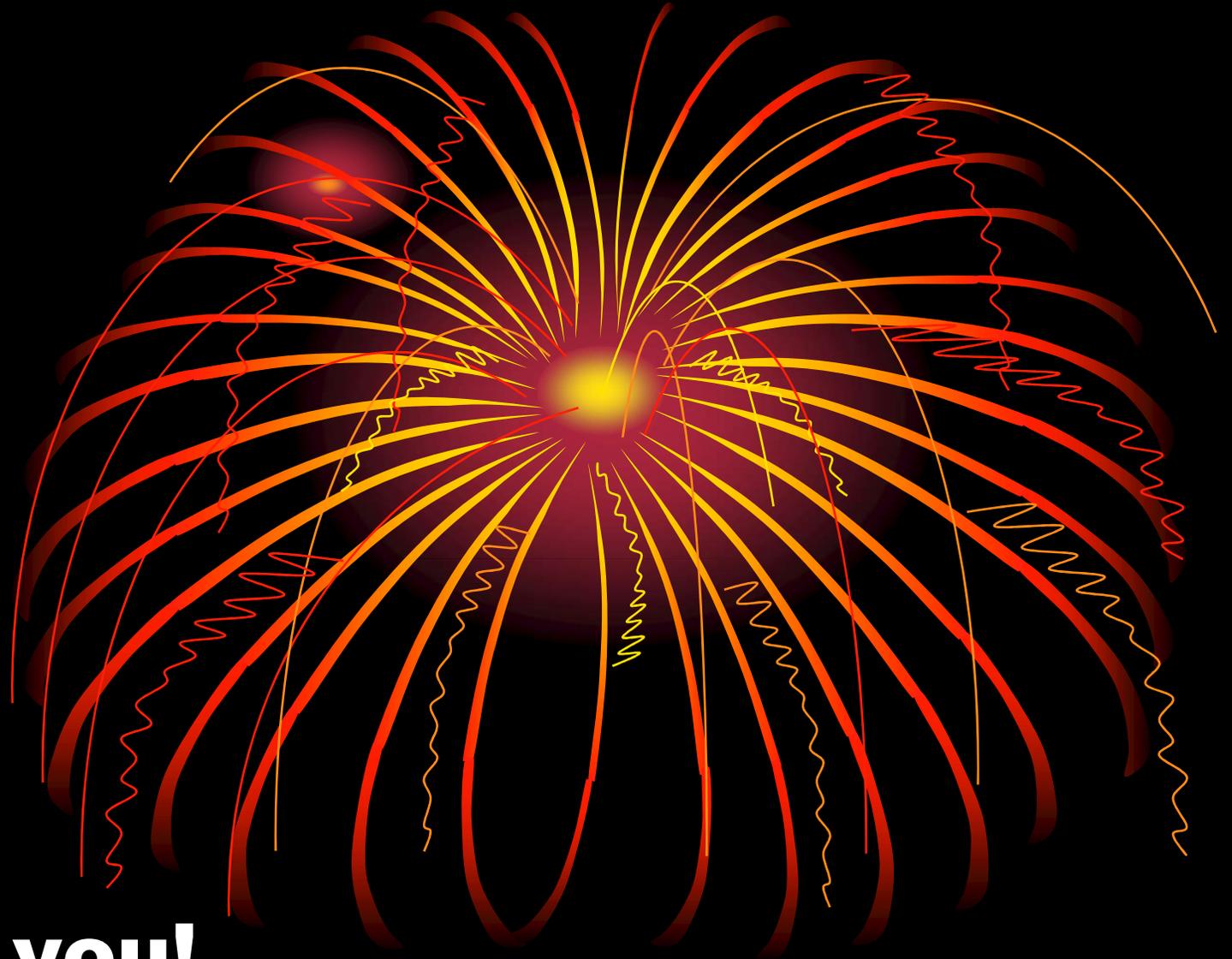
Overall Performance (O) can be  
Calculated by

$$O = R \times B \times L \times P \times (T' + A' + D' + I')$$



# Banasthali's Liberal Incentive Scheme for Scholars (BLISS)

S. No.	Total Credit Points Obtained	Increment
1.	< 60	0%
2.	60 – 69	1%
3.	70 - 79	2%
4.	80 - 89	3%
5.	90 - 99	4%
6.	100 - ...	5%
.	...	...



**Thank you!**

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